

ICM Clinical Presentations: Assessment of Information Literacy

The AMA itself has noted the importance of *'information literacy'* in medical education for evidence-based practice.

<https://www.umhs-sk.org/blog/the-meded-revolution-ama-steps-up-focus-on-information-literacy/>

Therefore one of the ways I endeavor to make UMHS students aware of the need to base their clinical decisions on credible, up-to-date information sources is by critiquing the references cited for the ICM Clinical Presentations.

I take a look at each group's references and grade their efforts according to the following rubric. Note the **six areas**, for a possible total of **20 points**:

*[This does **not** count toward the ICM grade.]*

1. The **number** of different references cited ~ if you used at least 3 different sources of credible information (your professor, other people, class notes, or class textbooks **don't** count). [3 points]
2. Your adherence to proper **citation format**, preferably [APA style](#). [3 points]
3. The **currency** of the information ~ usually no older than five years or very recent in the event of new practice changing research. [3 points]
4. The **quality** of your sources ~ sources need to be verifiable, credible, preferably peer-reviewed, and back up what you stated in your presentation. [5 points]
5. Your **depth of search** ~ did you just go to Wikipedia or Google for the information? **OR** did you take time to search the medical journal literature and clinical point-of-care databases; such as [DynaMed Plus](#), [EBSCO Medline Complete](#), [EBSCO Discovery Search](#), or [PubMed Clinical Queries](#)? [5 points]
6. Did you consult **DynaMed**? Or a comparable point-of-care clinical database such as [Up-to-Date](#), [Clinical Key](#), [AccessMedicine](#), etc. [1 point]

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